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ABSTRACT

Offering a program for uniting English with social studies, this curriculum guide for 11th grade American studies helps students develop into responsible, informed, capable citizens. The integrated approach of the social sciences, humanities, history, literature, writing, art, music, speech, and fields related to science and technology emphasizes the development of skills, concepts, attitudes and behaviors. Ten major units, each offering at least three major options, range in approach from interpretive model structures to orthodox narrative to research projects; span from pre-constitution to the 1970's; and vary in content from novel to brainstorming to creative expression. Techniques, resources and objectives are multi-level to accommodate individual variation in maturity and ability. Two periods of classroom time are set aside for the program. A selected listing of resources concludes the guide. (Author/SJM)

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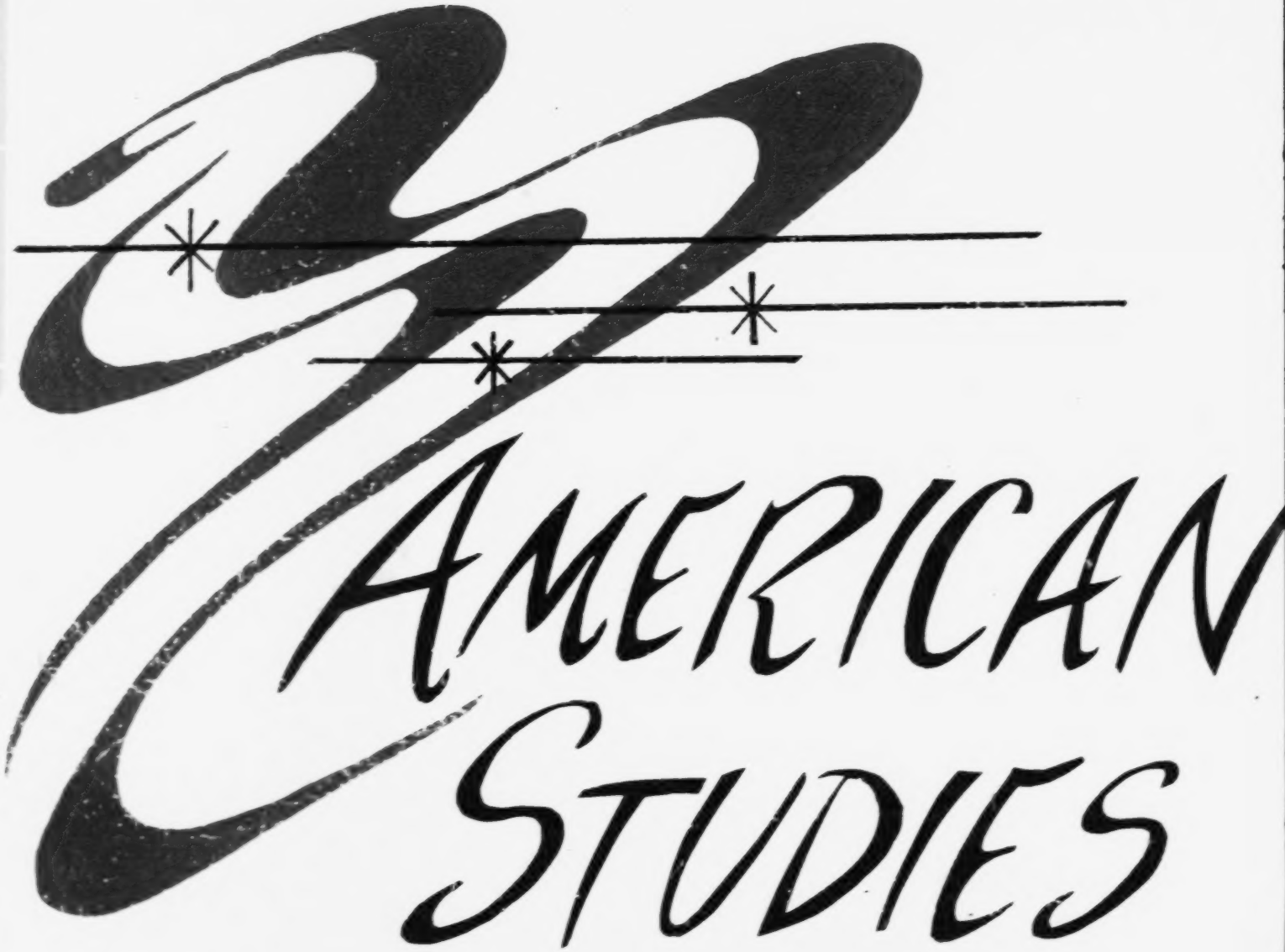

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AMERICAN STUDIES

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CRATER HIGH SCHOOL

in lieu U. S. History 11th grade
English 11th grade

Jackson County School District #6
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Prepared Summer 1970

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Abstract

American Studies
Crater High School

June 1970

The American Studies program weaves activities formerly separated by course titles. It involves such components as literature, social sciences, humanities, history, composition, verbal and non-verbal creative expression, graphic and musical arts, speech, and some aspects of science and technology. A two-period block of time permits four teachers, a resource center, four classrooms and eighty to a hundred twenty students to integrate into a flexible, selective program. Two such blocks are scheduled for 1970-71.

Continuing choices are available among independent study, supervised research, individualized projects, individualized learning packages, creative writing, integration of artistic means of expression, diversified readings, conference, student-teacher planning, resource persons, seminars, panels, medium-group discussions, episodic mini-units, simulations, field trips, and large group presentations. Credits are for required U.S. History and Government and for required English at the eleventh grade. A brief core of common learnings is required of all students.

Ten major units range in approach from interpretive model structures to orthodox narrative to research projects; they span from pre-constitution to the 1970's; they vary in content from novel to brainstorming to creative expression. Each unit includes at least three major options, offering in nearly all cases the range from narrative through interpretive to research projects and theory. Inquiry is emphasized. Evaluative response is highlighted throughout. Provision is made for both able and gifted and academically limited students.

Materials are broad and diversified in degree of difficulty, in genre, in direction of interest. There is no single basic text, yet both comprehensive and single topic sets of texts are used extensively.

Sequential planning aims at development of skills, concepts, attitudes and behaviours facilitating the growth of capable, responsible members of the American society. The program unites the elective program of the English Department with the team option program of the Social Studies Department, both developed over several years at Crater High School. To meet the needs of approxiamtely ninety other students, two or three more orthodox U.S. History sections and a continuation of the English electives, relatively non-graded, are available.

AMERICAN STUDIES
CRATER HIGH SCHOOL June 1 70

Rationale

The purpose of the American Studies program at Crater High School is the development of responsible capable individuals as members of the American society. The individual develops in response to his cultural environment. Thus the fabric of this program weaves together activities formerly designated as social sciences, humanities, history, literature, writing, art, music, speech, and fields related to science and technology. An integrated approach to American Studies is becoming more and more encouraged by organizations covering a range of ideologies and interest groups.

Individuals vary in interest, in paths most appropriate to their abilities and goals, in strengths, and in attitudes toward process and content. Even a given individual usually responds best to a varied program of activities and objectives. An individual develops responsibilities in the context of choices available, counseling, and self-initiated growth activities.

This program therefore, offers continuing individual choices among the following: "Independent study, supervised research, individualized projects, individualized learning packages, creative writing, integration of artistic means of expression, diversified readings, conference, student-teacher planning, resource persons, seminars, panels, medium group discussions, episodic mini-units, simulations, field trips, large group presentations.

Throughout the program assignments include sequential planning beginning with relatively simple skills and concepts, progressing to evaluative and interpretive analyses. Techniques, resources and objectives are multi-level to accommodate individual variation in maturity and ability.

Time and credit provide for both U.S. History and Government and English course requirements. Two class periods a day are combined into a single block of time. Four teachers and four normal class sizes are woven into a program of options. While there tend to be three main packages, or options in each unit, there is a wide range of activities within each option. There is a brief core of common learnings required of all students regardless of option. A resource center is available with strong emphasis on guidance and individualized procedures. While all members of the teaching team work in and with this center, one has the prime responsibility for its organization, for supervision of the adult aide and student assistants and for providing learning experiences for the exceptional student.

Adoption of the integrated block is based on acceptance of the following propositions:

1. Several "pigeon-holes" appear in American Literature, U.S. History and the Arts which are closely interrelated or multi-disciplinary: e.g., the Puritan Ethic, Transcendentalism, ethnic identifications, reform movements, support and dissent, Civil War, the West, the 1930's Depression, the World Wars, technological change, urbanization.

2. The relevance to the individual and to now is more apparent, and is felt more deeply, when themes are developed through a variety of media; there is more likely emergence of student interest when several avenues are correlated.

3. Self-discovery, self-activation, and self-development are enhanced when there are available a variety of choices and of procedures; attention to choice- making criteria increases the student's capability of choosing wisely.

4. The increasing attention being given to occupational clusters and economic competence accentuates a need to package general studies in ways that meet diversified individual needs and aspirations.

5. This program may serve as a pilot or paradigm for possible later expansion into the school-wide system, especially as pertains to independent study, flexible scheduling, the roles of paraprofessionals, integration and correlation of courses and disciplines, and packaging of studies to meet the differing needs of individuals.

A. The purpose of the American Studies program at Crater High School is to implement the following philosophy:

1. America needs citizens who think and read critically and with understanding, discuss intelligently, evaluate ideas independently, choose wisely, and can fulfill the responsibilities of group membership.

2. America needs to increase the proportion of its citizens who are its attentive public; that is, who participate actively in decision-making and in awareness of society's purposes and needs.

3. Each person has a right and a responsibility to seek his highest individual achievement in reaching the group membership goals above, and in developing a rewarding and full life.

4. The program has, alone or in common with other programs, responsibility for guiding growth in:
   a. Finding and using resources--whether publications,agencies, professional persons, or others.

   b. Proficiency in skills of reading, writing, listening, speaking, conversing, understanding relationships, self-discipline, personal planning of time, interest and thinking.

   c. Awareness of the potential and the limitations of the social sciences in improving modern life.

d. Inductive study of literature and the arts as growing from and reflecting the culture in which the artist lives.

e. Understanding and interpreting local group state national, and world problems relating primary groups to these wider groups.

f. Selecting from a variety of experiences those which are most helpful to each individual

g. Sound moral and spiritual values, in the context of individual freedom of belief and expression.

h. Respect for orderly processes of government as a means of solving national, state, local, and personal problems.

5. In today's world of rapid changes in government, other local institutions, communications, technology, standards of living, occupations, population patterns, et al, citizens have particular need for:

a. A habit of continual, lifetime study and alertness.

b. A deeper understanding of effects of environment and social and technological change.

c. An awareness of important geographic, cultural, historical, and other conditions throughout the world.

d. Understanding of the circumstances and rationale of the development of the American nation and of its states and regions.

e. Methods of identifying and handling problems which face citizens individually and in groups.

f. A tolerance for ideas and opinions which differ from one's own.

B. More particular purposes for American Studies add the following:

1. Development of attitudes:

a. Loyalty to American ideals and pride in our heritage.

b. Loyalty to government institutions which embody American principles and ideals.

c. Respect for law and authority.

d. High regard for principles of integrity and honor.

e. Acceptance of responsibilities of citizens.

f. Awareness of the strength of spiritual values.

g. Appreciation of art forms as reflecting the nation's values.

h. Respect for judgment and opinion of others and for the dignity of the individual.

i. Respect for property rights, both personal and community.

j. Respect for all kinds of work and appreciation of a job well done.

k. Respect for the U.S. Constitution.

l. Respect for the importance of education to the person and to society.

2. Development of skills:

a. Those skills included in section A above.

b. Command of vocabulary necessary to comprehend U.S. Constitution, government, more frequent concepts in economic, political and social problem discussions.

c. Such study skills as note taking, charting, outlining and summarizing, participation in large and small groups, interviewing, cartoon and graph comprehension.

d. Writing skills and abilities through frequent and varied writing assignments related to unit study.

e. Basic reading skills and critical reading skills demanding careful analysis and evaluation.

3. Development of understandings related to:

a. Philosophy of representative democracy, freedom, diversity.

b. Western World roots of American culture and institutions.

c. Non-Western World influences on America.

d. Changes that have occurred, are occurring, and are likely to occur in America.

e. Partisan and non-partisan political patterns.

f. American economic patterns.

g. American population patterns.

h. Rights and responsibilities of Americans.

i. Conflict, competition, cooperation, decision-making and other patterns of social inter-action in America.

j. Diversity of feelings and expressions of loyalty and patriotism.

k. Independence-interdependence patterns and apparent dilemmas, domestic and international.

l. Cultural and social developments in America, and the interrelationships between them.

m. Social effects of changing technology.

n. Political, social and economic institutions.

o. All of the above regarding America's role in the international arena.

4. Slower learner provisions:

a. More use of reading laboratory.

b. Guidance into the use of special materials using simpler vocabulary and more obvious graphics.

c. More frequent feedback and immediate rewards in student evaluation.

d. Inclusion in heterogeneous small and medium groupings as often as possible.

5. Able and Gifted Provisions:

a. Briefer time, using study guides, on factual information.

b. More time on reading, some mimeographed for all, some researched.

c. More time, on individually and in groups, on issues and applications.

d. Selected topics such as conflict theory, decision-making, systems analysis.

e. More individual interest specialization and opportunity to express creatively.

C. Some more discrete American Studies objectives stemming from American Literature and Language Arts courses:

1. Survey Am. Lit.-- though not taught in chronological sequence, the student should be able to recognize most major (and several minor) authors, and have some idea of how they relate in time.
--------- concept: distinguishing major and minor lit.
--------- concept: recognizing literary periods in America, and the various

arbitrary methods (or pick one) of distinguishing them.

2. Effects of Am. Lit.

----------Distinguish at what periods, and to some extent, the various degrees to which American authors are borrowing from or contributing to the body of world lit;

----------in the way they express their ideas (technique and genre)

----------in terms of the ideas expressed (themes)

----------and in terms of influence, and popular acceptance.

Students will need to be able to distinguish basic elements of literary forms (fiction and non-fiction), understand the author's basic (surface) statement; and interpret the theme (s). They will also need some concepts for critically evaluating the relative worth of a piece of literature, and predicting its influence on subsequent writings.

3. Relationship of the author to his culture:

The student should be able to fit an author's form of expression and ideas into a broad cultural pattern. The literature should work primarily towards adding dimension to the social sciences, and one of those dimensions should be recognition and appreciation of a culture's creative people (inventors as well as all art forms) as reflectors, evaluators (critics), and creators (change agents) of cultural concepts and values.

4. Skills (for want of a better word):

----------first,, go through the sequential guide in the English Department curriculum guide; read 9 through 12 in all areas.

----------Writing: stress organization around a basic idea (thesis, theme, topic sentence, whatever) -- Starts with a standardized structure (e.g. 5 paragraph theme - intro, body, conclusion - etc.) then work to progress away from this.

----------Literary formats: the student should be familiarized with different literary forms and their conventions (no hard fast definitions please); Also, the limits of those conventions relative to time and location, and their relationship to broader literary tradition.

UNIT V - A. THEMES - 1965-1915 AND LAGACY

UNIT CONTENT: This unit deals with the reconstruction of a torn nation. The student will
writing assignments along with class participation.

OPTION A: Reconstruction

CONTENT: Relates today's civil rights drivers of ethnic groups, particularly of Negroes, and resistance to such drives by many whites, to the events and stresses of the Reconstruction Era after the Civil War. The South's race issues are seen in the light of the war defeat, economic imbalance, and improper preparation of black Americans for full citizenship as of 1965. This region's development and the race issue are followed in overview through the rise of textile industries, reconstruction of agriculture, Jim Crow laws, segregation and desegregation, to after WW II. Ancillary effects on the North, especially relative to race, are mentioned. There is considerable opportunity for research and creative expression.

CTIVITIES: Seminar, research, speech reading, creative expression and inputs.

TEACHERS: E2, S1

TIME BUDGET: L.G. 15 2/3
Sem. 8 2/3
R. 5 2/3

OPTION B: Industrial Growth and Gilded Age

CONTENT: Views the dramatic growth of bigness in industry, business, cities, and labor, with the attendentrise of a culture of the newly rich - the Gilded Age. Romanticism becomes a dominant cultural value, filtering into the popular arts and mass media, and into the status world. This popular trend overshadowed realism and naturalism -- in science, the arts, and economics, which held longer -lasting significance.

ACTIVITIES: Short story, research, biography, seminar.

TEACHERS: E1, S2

TIME BUDGET: L.G. 17 1/3
Sem. 7 1/3
R. 5 1/3

OPTION C:

CONTENT:
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TEACHERS:

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ACTIVITIES: Short story, research, biography, seminar.

TEACHERS: E1, S2

TIME BUDGET: L.G. 17 1/3
Sem. 7 1/3
R. 5 1/3

OPTION C: Labor

CONTENT: Investigates the world of labor in a modernizing economy. Emphasis is on working and living conditions, urban problems, efforts to organize labor and to resist such organizations, labor conflicts, shifts of political power, growth of radicalism, and biography of laboring persons and their leaders.

ACTIVITIES: Inputs, creative expression, biography, seminar, research projects.

TEACHERS: E1, E2, S1, S2

TIME BUDGET: L.G. 10
Sem. 12
R. 8

UNIT V - B. THEMES 1865-1915

UNIT CONTENT: This unit deal with the reconstruction of a torn nation. The student wi
assignments along with class participation activities.

OPTION A: The West

CONTENT: This option explores the development of the West from after the Civil War to the present. This includes Western technology and its effects, social and economic development, end of Indian wars and subsequent treatment of Indians, mining, agriculture, transportation, and another look at the Turner' Thesis. There is further emphasis on seminar participation, creative expression and biography. Oregon receives further focus.

ACTIVITES: Seminar, Biography, creative expression.

TEACHERS: E2, S1

TIME BUDGET: L.G. 10 2/3
Sem. 6 2/3
R. 2 2/3

OPTION: Progressivism

CONTENT: Highlights another dynamic reform era. An objective look at reform as a concept is accompanied by use of muckraker writings, Progressivism, change agents and reinforcement of concepts in conflict theory. Such as novels as The Jungle and The Iron Heel and the journalistic Shame of the Cities exemplify the appeals to emotional response to perceived imbalances. Radical experiments and to less dramatic but more powerful responses of the American system are used to study change behavior in a modern society.

ACTIVITIES: Inputs, novels, seminar.

TEACHERS: E1, S2

TIME BUDGET: L.G. 9
Sem. 2 2/3
R. 8 1/2

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OPTION: Progressivism

CONTENT: Highlights another dynamic reform era. An objective look at reform as a concept is accompanied by use of muckraker writings, Progressivism, change agents and reinforcement of concepts in conflict theory. Such as novels as The Jungle and The Iron Heel and the journalistic Shame of the Cities exemplify the appeals to emotional response to perceived imbalances. Radical experiments and to less dramatic but more powerful responses of the American system are used to study change behavior in a modern society.

ACTIVITIES: Inputs, novels, seminar.

TEACHERS: E1, S2

TIME BUDGET: L.G. 9
Sem. 2 2/3
R. 8 1/2

OPTION C: Immigration

CONTENT: Affords a look at the effects of immigration and assimilation upon both the newcomers and the society to which they migrate. Ethnic conflict and assimilation, pluralistic elements and their contributions to the definition of "America", culture and value change, political effects of immigrants are studied, through research, the short story and biography. Creative expression and discussion join research and reading in this option. Attention is given to the effects of European radicalism and American capitalism as they meet in the arena of the industrial areas to which most immigrants came at the turn of the century.

ACTIVITIES: Seminar, discussions, research, and creative expression.

TEACHERS: E1, E2, S2

TIME BUDGET: L.G. 13 1/3
Sem. 3 1/3
R. 3 1/3

UNIT VI, VII - FOREIGN RELATIONS 1865-1930

UNIT CONTENT: This unit illustrates the position of the United States with regard to
Student activities in this unit include reading, writing, and class pa

OPTION A: World War I

CONTENT: Focuses on World War I and Versailles, using short story, research, composition and panels.

ACTIVITIES: Inputs, seminar, read, write, research.

TEACHERS: E1, E2, S1

TIME BUDGET: L.G. 10
Sem. 5 1/3
R. 4 2/3

OPTION B: U.S. IN LATIN AMERICA AND PACIFIC

CONTENT: Focuses on the U.S. in Latin America and the Pacific, including the Monroe Doctrine, the Spanish-American War, the concepts of imperialism and isolation, and cultural contributions of Spanish-Americans and Hawaiians, using readings, biography, panels.

ACTIVITIES: Inputs, speech, research, read, panels.

TEACHERS: E1, E2, S2

TIME BUDGET: L.G. 9 2/3
Sem. 5
R. 5 1/3

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OPTION B: U.S. IN LATIN AMERICA AND PACIFIC

CONTENT: Focuses on the U.S. in Latin America and the Pacific, including the Monroe Doctrine, the Spanish-American War, the concepts of imperialism and isolation, and cultural contributions of Spanish-Americans and Hawaiians, using readings, biography, panels.

ACTIVITIES: Inputs, speech, research, read, panels.

TEACHERS: E1, E2, S2

TIME BUDGET: L.G. 9 2/3
Sem. 5
R. 5 1/3

OPTION C: Foreign Relations Issues

CONTENT: Compares decision-making and support-dissent concerning the Mexican War, 1898, World War I and Vietnam. Speech, research, panels are the avenues for comparing these.

ACTIVITIES: Inputs, research, panels

TEACHERS: E1, E2, S2

TIME BUDGET: L.G. 11 2/3
Sem. 4
R. 4 1/3

UNIT VIII - The 1930's: DEPRESSION AND NEW DEAL

UNIT CONTENT: This unit does not attempt to convince students that the New Deal was corre
Research is made into alternatives, into varying interpretations, and into
both those that were retained or renewed and those that were ended, desira
falls to avoid, and of economic principles, effects of severe depression-p
and the complexity of a modern society's economic system. Tie-ins are mad

OPTION A: Overview (4 weeks)

CONTENT: Deals with feeling the Depression in its effects on people and structures; identifies probable causes; highlights persons and programs, both New Deal and its alternatives; compares fiction of the 1920's with that of the 1930's, including the Horatio Alger ethic, hard boiled detectives, songs and poetry of the Depression, and excerpts from Steinbeck, Sinclair, and other American writers. Biography, the short story and composition are included.

ACTIVITIES: Inputs, seminar, read, write, data retrieval system.

TEACHERS: E2, S1, E1, S2

TIME BUDGET: L.G. 20
Sem. 14
R. 6

OPTION B: Overview & Projects (6 wks)

CONTENT: Includes all of Option A. It adds some "post-holing" into such selected sectors as agriculture, youth, labor, business, disent. Research projects and speech relate to a data retrieval system aiming at developing hypotheses into generalizations about societal responses to economic difficulties.

ACTIVITIES: Inputs, research, seminar, speech, write, data retrieval system

TEACHERS: E2, S1, E1, S1, S2, E1, S2

TIME BUDGET: L.G. 24
Sem. 17
R. 19

OPTION C:

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ttempt to convince students that the New Deal was correct, or that it was wrong. o alternatives, into varying interpretations, and into the operation of programs, retained or renewed and those that were ended, desirable traits in leaders, pit- of economic principles, effects of severe depression-prominently mention causes, f a modern society's economic system. Tie-ins are made with current events.

OPTION B: Overview & Projects (6 wks)

CONTENT: Includes all of Option A. It adds some "post-holing" into such selected sectors as agriculture, youth, labor, business, disent. Research projects and speech relate to a data retrieval system aiming at developing hypotheses into generalizations about societal responses to economic difficulties.

ACTIVITIES: Inputs, research, seminar, speech, write, data retrieval system

TEACHERS: E2, S1, E1, S1, S2, E1, S2

TIME BUDGET: L.G. 24
Sem. 17
R. 19

OPTION C: In-depth (8 wks.)

CONTENT: Includes most of Option B. It adds such novels as All the King's Men and Grapes of Wrath, creative expression, and considerably more attention to evaluation and historical interpretations. Research includes interviews and questionnaires used with people who experienced the 1930's to evaluate hypotheses.

ACTIVITIES: Inputs, read, seminar, research, creative expression, interview, responsive evaluation.

TEACHERS: E1, S2, E1, E2, S2, E1, E2, S2, E2, S2

TIME BUDGET: L.G. 26
Sem. 19
R. 35

UNIT IX - WORLD WAR II AND FOREIGN RELATIONS SINCE 1945

UNIT CONTENT: Unit IX emphasizes involvement, seeds of WW II (and III?), ideology, breaki
technological developement, centralization, symbols of American military po
War-time behavior by most nations. Paired with other major U.S. wars, stud
learnings regarding adjustments and problems involved in fighting wars -- o

OPTION A: WW II (4 wks.) Foreign Relations (2 wks.)

CONTENT: It investigates the rise of Fascism in Europe and Asia, steps toward war, the war itself, and related biography and literature. Seminars, creative expression, interviews, and research projects permit diversification according to student interest.

The foreign relations aspect of this unit offers selected options, some for research, one in debate format, and one purely oral seminar. Options include the Cold War, European Operation, China and its periphery, contemporary fiction dealing with inter-national relations, a foreign aid debate, and a speculative seminar on world systems. Some of these are one-week packages, so that students may do two of them.

ACTIVITIES: Inputs, seminars, read, interview, research, creative expression, write.

TEACHERS: E1, S1, E2, S2

TIME BUDGET: L.G. 20 L.G. 4
Sem. 10 Sem. 4-10
R. 10 R. 12-6

OPTION B: WW II (3 wks.) Foreign Relations (1 wk.)

CONTENT: It omits the rise of Fascism except for quick overview, but otherwise operates with Option A. It involves students in the second week of Option A's foreign relations' packages.

ACTIVITIES: Inputs, seminars, read creative expression, research, interview.

TEACHERS: E1, S1, E2, S2

TIME BUDGET: L.G. 15
Sem. 7
R. 8
L.G. 2
Sem. 2 - 5
R. 6 - 3

OPTION C:

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izes involvement, seeds of WW II (and III?), ideology, breaking of the "Old Order", developement, centralization, symbols of American military powers, and notice of ior by most nations. Paired with other major U.S. wars, students reinforce previous rding adjustments and problems involved in fighting wars -- on the front and at home.

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OPTION B: WW II (3 wks.) Foreign Relations (1 wk.)

CONTENT: It omits the rise of Fascism except for quick overview, but otherwise operates with Option A. It involves students in the second week of Option A's foreign relations' packages.

ACTIVITIES: Inputs, seminars, read creative expression, research, interview.

TEACHERS: E1, S1, E2, S2

TIME BUDGET:

L.G.	15
Sem.	7
R.	8
L.G.	2
Sem.	2 - 5
R.	6 - 3

OPTION C: WW II (2 wks.)

CONTENT: It briefly overviews steps to the war, then overviews the war and diversifies into reading and research project concerning the war. It makes more use of general textbooks materials than most units in this course. Seminar deals primarily with the behavior of social groups and individuals in a "total war" setting.

ACTIVITIES: Inputs, seminar, read, research, write.

TEACHERS: E1, S1

TIME BUDGET:

UNIT X - DOMESTIC U. S. SINCE 1945

UNIT CONTENT: This unit offers further opportunity to evaluate current circumstances, student interest.

OPTION A: Economic Growth

CONTENT: Focuses on economic growth. Identifies economic factors, values, and issues. Roles of private and public sectors are evaluated; economic principles previously used are reinforced, or questioned. Research projects and composition relate economic factors to feelings about life in various economic circumstances.

ACTIVITIES: Research, seminar, read, write, possible simulation

TEACHERS: E1, S2

TIME BUDGET: L.G. 5
Sem. 5
R. 10

OPTION B: Social Change

CONTENT: Identifies and researches social settings, change, issues, the roles of change agents, population growth, population shifts, race relations, education, the labor force, working conditions, the environment, morality, values. Student select "post-hole" emphases. Creative expression portrays their evaluative responses.

ACTIVITIES: Brainstorm, research, seminar, creative expression, read.

TEACHERS: E2

TIME BUDGET: L.G. 5
Sem. 5
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ar, read,

OPTION B: Social Change

CONTENT: Identifies and researches social settings, change, issues, the roles of change agents, population growth, population shifts, race relations, education, the labor force, working conditions, the environment, morality, values. Student select "post-hole" emphases. Creative expression portrays their evaluative responses.

ACTIVITIES: Brainstorm, research, seminar, creative expression, read.

TEACHERS: E2

TIME BUDGET: L.G. 5
Sem. 5
R. 10

OPTION C: Presidential Administrations Overview

CONTENT: Uses a matrix of time and theme to derive generalizations about trends or predictions about our future. Using Presidential administrations as time reference, students in each seminar group identify interest areas, then research the developments and conditions pertaining to these areas in each time block. Horizontal and vertical scanning of the chart developes tentative generalizations which themselves are scanned for broader statements about America's direction.

ACTIVITIES: Brainstorm, research, seminar, read.

TEACHERS: E1, S2

TIME BUDGET: L.G. 10
Sem. 5
R. 5

American Studies
Sample Schedule Selection Criteria:

A. Generalized descriptions of options:

The options may be considered as flexible internally. Each option is planned for opportunities for students of diverse capacities. There is an intended division of characteristics as follows:

Option A	Option B	Option C
More traditional, more narrative, More tangible, more discrete information; More biography, composition, grammar, shorter readings; More immediate guidance on research assignments, More audio-visual input.	More interpretation than A, more research projects; Biography, composition, grammar; More oral expression; Short story and somewhat more reading assignments; More audio-visual input.	More theory, interpretations, inquiry, abstract models; More creative writing and oral expression; Novels, longer reading assign's. More seminar re ideation. Less MG and VLG More verbal and more use of student brainstorm for ideation. Less audio-visual input.

B. Re. English Approaches and English App. Load

1. Students might select English content as the prime criterion for option selection.

eg. Wants Maximum of		Choose Options	Max Wks Avail.	Prime Opt
Creative Writing		C,C,C,C,C,C,C,O,C,B,B	31	C
	or	A,B A,A A,C		
Biography		B,B,A,A,B,A,B,A,A,A	33	A
	or	C C,C B,B		
		C		
Research Proj		B,O,A,B,B,O,B,B,C,B	29	B
	or	C C,C		
Speech		B,C,B,O,A,A,B,B,O,O	24	A + B
	or	C		
Composition		A,B,O,A,O,O,A,A,C,C	23 (25)	A + C
	or	B	(2 overlap)	

crete information; More biography, composition, grammar, shorter readings; More immediate guidance on research assignments, More audio-visual input.	grammar; More oral expression; Short story and somewhat more reading assignments; More audio-visual input.	oral expression; Novels, longer reading assign's. More seminar re ideation. Less MG and VLG More verbal and more use of student brainstorm for ideation. Less audio-visual input.

B. Be. English Approaches and English App. Load

1. Students might select English content as the prime criterion for option selection.

eg. Wants Maximum of		Choose Options	Max Wks Avail.	Prime Opt
Creative Writing		C,C,C,C,C,C,O,C,B,B	31	C
	or	A,B A,A A,C		
Biography		B,B,A,A,B,A,B,A,A,A	33	A
	or	C C,C B,B C		
Research Proj		B,O,A,B,B,O,B,B,C,B	29	B
	or	C C,C		
Speech		B,C,B,O,A,A,B,B,O,O	24	A + B
	or	C		
Composition		A,B,O,A,O,O,A,A,C,C	23 (25)	A + C
	or	B	(2 overlap)	
American Novel		O,O,C,C,O,B,O,C,A,C	(22)	C
	or	B	18 (4 overlap)	
Short Story		A,B,B,O,B,C,A,A,O,O	20	A + B
	or	C		

2. Combinations examples, concurrently:

Short Story + Biography	if Options A & B chosen carefully
Creative Writing + American Novel	Option C
Creative Writing + Rsch Proj	Option C
Biography + Rsch Proj	if Options A, B, & C chosen carefully

American Studies
Sample Schedule Selection Criteria

F. By Personnel

We accept that human relationships are significant, though other selection criteria would usually seem more important,

All teachers sooner or later assist in all option designations (A, B, and C).

Until revised, teachers are scheduled as follows:

	I	II	III	IV	VA	VB	V, VII	VIII	IX	X	ΣA	ΣB	ΣC
E1	AB	BC	ABC	AC	BC	BC	ABC	esp AB	A	AC	7	7	7
E2	C	AC	ABC	ABC	AC	AC	ABC	esp BC	0	B	6	5	8
S1	B	B	AB	A	AC	A	A	esp A	ABC	0	7	4	2
S2	AC	AC	BC	BC	BC	BC	BC	esp BC	0	AC	3	6	9

American Studies Schedule Glossary

"Seminar" is medium group size as scheduled. If we accept student choice patterns as far as possible, the groups, in 100 student blocks, might range 10-35. The teacher of a given seminar period could subdivide so that, where only one such seminar is planned, he gives 20 minutes to each of two groups sized 10 to 18; or where a pair of such groups is planned, meet half one time, half the next scheduled section. He should take note of the number of students already scheduled for research at the same period, so as not to overload research facilities and supervision.

"VLG" (very large group) is two or all three option groups as one audience. It may be used for lecture, film, video, other A/V, testing. It may be subdivided with the help of other team members, or organized in the LG room, or in the entire block of rooms, however the assigned leader desires. There are enough VLG's and "seminar" sized groups to need the two - classroom LG facility all hours this team program is in operation. Three teachers out of four are free during VLG--for plan, for help. The research facilities are free--eg, for cleaning up, filing, shelving, etc.

"MG" (medium group) is one option's total enrollment for that block period. Since there are three options, one-third of the students in the block, give or take 15 or so for accommodating choices, are in an MG. The maximum in an MG should be around 50, average about 33. If all three options are in MG, then one teacher and the research facilities are free. (Research facilities may be used by other classes, however.)

"Option" is a package, as shown on "Sample Student Options" sheet, containing from 30 to 50 students--average 33 if 100 in the block period, or 40 if 120 total.

1. While some attention is given to varying the amount of research, or the individual performance responsibilities, there is little intent to assign ability level differences to different options.
2. Students will select options before each unit, Thus no student is expected to be stuck in, for example, all the "OptionA's" for the year.
3. Some thought was given to setting menus and letting students choose their own diets from all the items. This did not seem feasible without vast provisions for counseling. Even with such counseling, integrating, for example, short story with industrial growth and biography demands some continuity of group for a few days or weeks.
4. Flexibility within a given unit is a teacher/student relationship

ties and supervision.

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2. Students will select options before each unit, Thus no student is expected to be stuck in, for example, all the "OptionA's" for the year.
3. Some thought was given to setting menus and letting students choose their own diets from all the items. This did not seem feasible without vast provisions for counseling. Even with such counseling, integrating, for example, short story with industrial growth and biography demands some continuity of group for a few days or weeks.
4. Flexibility within a given unit is a teacher/student relationship function. Both teachers and students will adjust the content and the performances with regard to interest, ability, and competing demands on their energies--mostly <u>after</u> the groups are formed and are progressing through the unit.

"Early Finishers" Visits into other option inputs and seminars are encouraged for those who reached their goals early, or planned to use more outside time. Independent study, counseling, music practice, arts and crafts projects and other uses may be made of such time--but with teacher approval.

UNIT IV - DIVERGENCE TO 1865

UNIT CONTENT: Unit IV deals with elements that contributed to the disintegration, br
along one line of cleavage - Our Civil War. Student participation a
writing assignments are involved in this unit.

OPTION A: Narrative

CONTENT: In a relatively orthodox approach, this option seeks understanding of the Ante-Bellum South and its way of life, grasp of the issues dividing North and South, elements of separate development, efforts at compromise, and a more thorough look at the Civil War. Basic skills in reading, composition and research are further developed. Seminar and panel techniques receive careful attention.

ACTIVITIES: Seminar, panel, research reading.

TEACHERS: E1, E2, S1

TIME BUDGET: L.G. 24 2/3
Sem. 15
R. 10 1/3

OPTION B: Interpretations

CONTENT: This option is more interpretive in dealing with the elements of Option A. In addition, student selected novels dealing with the Civil War. Causes and effects of this war, and diverse interpretations of them, are evaluated. Elements of the novel and of historical interpretation are emphasized.

ACTIVITIES: Research, Seminar, panel, reading

TEACHERS: E2, S2

TIME BUDGET: L.G. 20 1/3
Sem. 14 1/3
R. 15 1/3

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with elements that contributed to the disintegration, bring about a conflict
of cleaverage - Our Civil War. Student participation along with reading and
ments are involved in this unit.

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OPTION B: Interpretations

CONTENT: This option is more interpretive in dealing with the elements of Option A. In addition, student selected novels dealing with the Civil War. Causes and effects of this war, and diverse interpretations of them, are evaluated. Elements of the novel and of historical interpretation are emphasized.

ACTIVITIES: Research, Seminar, panel, reading

TEACHERS: E2, S2

TIME BUDGET: L.G. 20 1/3
Sem. 14 1/3
R. 15 1/3

OPTION C: Conflict Theory

CONTENT: Conflict theory is investigated, using many models, of which the Civil War is one. Creative expression, testing hypotheses, use of evidence, research skills, elements of the novel, and use of data retrieval and hypotheses - verification systems are highlighted. Concepts in conflict and in ethnic identification permeate the unit. The Civil War as a narrative gets briefer attention.

ACTIVITIES: Seminar, research, test hypotheses, data retrieval.

TEACHERS: E1, E2, S2

TIME BUDGET: L.G. 24 1/3
Sem. 13
R. 12 2/3

IV / UNIT — 1 / WEEK — Divergence to 1865 — AMERICAN STUDIES

OPTION A Narrative, Esp Civil War — B Interpretation — C Conflict Theory

	V L G — Divergence, Introduction		S2
M	4 MG's — Divergence		
	V L G — Divergence, Narrative, Overview		S1
T	Narrative Input & Orgn 24-S1 Rsch in rooms 24-S1 Narrative Sem A 24-S1 (Rsch 1/2)	Rsch Proj Intro & Orgn 25-E2 Novel minor rsch proj Others major rsch proj Rsch Proj Sem / Am Novel Intro & Orgn 25-E2 / Opt B & C 26-E1 Rsch 1/2 (Rsch & Conf in rm 26-E1)	Conflict Theory Input 2 Conflict Sem A Creative Writing Sem (Conflict Sem B 25
W	Rsch 1/2 (War Sem B 24-S1) Biography Intro & Orgn 24-S1 Composition Intro 24-E1	Rsch Proj Sem 25-E2 (Am Novel Sem B 22-E1) Rsch and Conf.	Conflict Input Conflict Sem A (Am Novel Sem C Cr. Wr. Sem (Conflict Sem B
T H	V L G Arts: Ante-Bellum South V L G Input: Ante-Bellum South Biog Sem A 24-S1 (Rsch 1/2) Rsch 1/2 Biog Sem B 24-S1	Rsch 1/2 (Am Novel Sem 25-E1)	A S1 Cr. Wr. Sem (Rsch 1/2)
F	V L G Issues: North vs South, Before 1850 Comp Sem A 24-E1 (Rsch 1/2) Rsch 1/2 (Comp Sem B 24-E1)	Interpretations Intro & Orgn 25-S2 Rsch Proj. Sem 25-E2 (Rsch 1/2)	S2 Rsch 26,22, RE
	R-13(2 in rm)	R-11	R-7

to 1865 AMERICAN STUDIES

Esp Civil War	B Interpretation	C Conflict Theory
Divergence, Introduction	S2	
rgence		
Divergence, Narrative, Overview	S1	
24-S1	Rsch Proj Intro & Orgn 25-E2 Novel minor rsch proj Others major rsch proj Rsch Proj Sem / Am Novel Intro & Orgn 25-E2 / Opt B & C 26-E1-	Conflict Theory Input 26-S2 Conflict Sem A 22-S2
24-S1	Rsch 1/2 (Rsch & Conf in rm 26-E1)	Creative Writing Sem 22-E2 (Conflict Sem B 25-S2)
24-S1)	Rsch Proj Sem 25-E2 (Am Novel Sem B 22-E1)	Conflict Input 26-S2
24-S1	Rsch and Conf.	Conflict Sem A 26-S2 (Am Novel Sem C 25-E1)
24-E1		Cr. Wr. Sem 26-E2 (Conflict Sem B 25-S2)
Arts: Ante-Bellum South		A
Input: Ante-Bellum South		S1
Rsch 1/2		Cr. Wr. Sem 26-E2
-S1	(Am Novel Sem 25-E1)	(Rsch 1/2)
Issues: North vs South, Before 1850		S2
-E1	Interpretations Intro & Orgn 25-S2	Rsch 26, 22, RC open
-E1)	Rsch Proj. Sem 25-E2 (Rsch 1/2)	
	R-11	R-7

1/3 Hour Stu Load

VLG &4MG's	1
A MG 6	
Sem 5	
Rsch 8	
B MG4A 6B	
Sem 6A 5B	
Rsch 9A 8E	
C MG4A 6E	
Sem 11A 6B	
Rsch 4A 7	

Tch Load

4Mg's	2
E1 AMg 2	
Sem 4	
BCMG 2	
B Sem 5	
Spvs 2	
CSem 2	19
E2AMG 2	
Sem 6	
BSem 7	17
S1VLG 2	
AMG 4	
Sem 7	
Supvs 2	1
S2VLG 4	
BMG 2	
CMG 4	
Sem 8	20
Arts 1 1/2	
Rsch 17 (5	1)

IV UNIT 2 WEEK Divergence to 1865 AMERICAN STUDIES

OPTION A Narrative, Civil War B Interpretations C Conflict Theo

M	Narrative 24-S1	Rsch Proj Sem 25-E2 (Novel Sem 22-E1)	Conflict Input
	Rsch in room 24-S1	Interpretations Sem A 25-S2 (Rsch 1/2)	Cr. Wr. Sem (Rsch 1/2)
	Comp osition Input 24-E2	Rsch 1/2 (Interp Sem B 25-S2	Rsch
T	Comp Sem A 24-E2 (Narrative Sem B 25-S1)	Rsch 1/2 / Am Novel B & C Input 26-E1	
	Nar SemA 24-S1 (Comp Sem B 25-E2)	Rsch 1/2 (Novel Sem B 26-E1)	Rsch 1/2 (Conflict Sem B
	Rsch and Conf in room 24-S1	Rsch Proj Sem 25-E2 (Rsch 1/2)	Conflict Sem A (Rsch 1/2)
	V L G Arts re Civil War, Graphic		A
W	Narrative	Interp Sem A 25-S2 (Rsch 1/2)	Cr. Wr. Sem (Rsch 1/2)
	Rsch and Conf in room 24-S1	Rsch 1/2 (Interp Sem B 25-S2)	Rsch
	V L G Background of Civil War A/V		S1
T H	Nar Sem A 24-S1 (Comp Sem B 26-E2)	Rsch	Conflict Sem A (Rsch 1/2)
	Comp Sem A 24-E2 (Nar Sem B 26-S1)	Rsch 1/2 (Novel Sem 25-E1)	Rsch 1/2 (Conflict Sem
F	Biography Input &/or Rsch & Conf 24-S1	Rsch Proj Sem 25-E2 (Rsch 1/2)	Rsch
		Rsch	Cr Wr Sem (Rsch 1/2
	V L G Arts re Civil Music		A
	R-6(all in rm)	R-20	20

to 1865 AMERICAN STUDIES

Civil War B Interpretations C Conflict Theory

S1	Rsch Proj Sem 25-E2 (Novel Sem 22-E1)	Conflict Input 26-S2	1/3 Hours Stu Load VLG 8
S1	Interpretations Sem A 25-S2 (Rsch 1/2)	Cr. Wr. Sem 26-E2 (Rsch 1/2)	AMG 8
4-E2	Rsch 1/2 (Interp Sem B 25-S2	Rsch	Sem 8 Rsch 6 (all in One room)
-E2 -S1)	Rsch 1/2 / Am Novel B & C Input 26-E1 / Rsch 1/2		BMG 0A 2B Sem 9A 9B Rsch13A 11B
S1 E2)	Rsch 1/2 (Novel Sem B 26-E1)	Rsch 1/2 (Conflict Sem B 22-S2)	CMG 2A 4B Sem 8A 4B Rsch 12 A 14B
S1	Rsch Proj Sem 25-E2 (Rsch 1/2)	Conflict Sem A 22-S2 (Rsch 1/2)	
re Civil War, Graphic		A	Tch Load
	Interp Sem A 25-S2 (Rsch 1/2)	Cr. Wr. Sem 26-E2 (Rsch 1/2)	E1 BC MG 2 B Sem 6 8
h 24-S1	Rsch 1/2 (Interp Sem B 25-S2)	Rsch	E2 AMG 2 Sem 8 BSem 5 CSem 5 20
ground of Civil War A/V		S1	VLG 2 S1 AMG 6 Sem 8
-S1 E2)	Rsch	Conflict Sem A 22-S2 (Rsch 1/2)	Spvs 6 22
-E2 S1)	Rsch 1/2 (Novel Sem 25-E1)	Rsch 1/2 (Conflict Sem B 22-S2)	S2 BSem 7 CMG 2 Sem 8 17
24-S1 & Conf	Rsch Proj Sem 25-E2 (Rsch 1/2)	Rsch	Arts 6 Rsch & Conf 20 (£46)
	Rsch	Cr Wr Sem 26-E2 (Rsch 1/2)	
V L G	Arts re Civil Music	A	
	R-20	20	

IV 3 Divergence to 1865 AMERICAN STUDIES

UNIT TOPIC

OPTION A Narrative, Civil War B Interpretations C Conflict Theory

	2/3 VLG Civil War Background Issues 1850-54	24-25-S1	Conflict Input
M	Biog Sem A 24-S1 (Rsch 1/2)	Rsch 1/2 (Interpretations Sem B 22-S2	Cr Wr Sem 2 (Novel Sem 2
	Rsch 1/2 (Biog Sem B 24-S1)	Interp Sem 22 S2 / Novel Input Options B & C 26-E1	Cr Wr Sem 25-
	Rsch in rm re Civil War 24-S1 (Bi[illegible] 3 22-S1)	Rsch Proj Sem 25-E2 (Rsch 1/2)	Conflict Sem A (Rsch 1/2)
T	Composition Input 24-E2	Rsch	Rsch 1/2
	Comp Sem A 24-E2 (Rsch 1/2)	25, 26, R open	(Conflict Sem B
	Rsch 1/2 (Comp Sem B 24-E2)	Rsch 1/2 (Novel Sem B 25-E1)	Rsch 25, 26, R op
	V L G Civil War Background---Dred Scott---A/V		S1
W	4 MG's re D. S. and other issues 1858-61		
	V L G Civil War Begins 1858-61		S2
T H	Biog Input Orgn re Civil War 24-S1 Rsch	Rsch 1/2	Novel Sem 26-E1 Rsch and Conf. / Cr Wr Sem (Conflict Culumination 2
	Rsch 1/2 (Biog Sem B 24-S1) Biog Sem A 24-S1 (Rsch 1/2)	Rsch Proj Sem 25-E2 Rsch & Conf.	Rsch 1/2 / Conflict Culm Sem (Novel Sem & R &C 26
	V L G Civil War FS/R		S1
F	2 or 3 MG Feedback re Early Civil War 24-25 (if to many 26)		E2, S2, E
	V L G Civil War FS/R		S2
	R-14(2 in rm)	R-14	R-6

o 1865 AMERICAN STUDIES

il War B Interpretations C Conflict Theory

ground 24-25-S1		Conflict Input 26-S2	
4-S1	Rsch 1/2 (Interpretations Sem B 22-S2	Cr Wr Sem 25-E2 (Novel Sem 26-E1)	
S1)	Interp Sem 22 S2 / Novel Input Options B & C 26-E1	Cr Wr Sem or R & C 25-E2	
24-S1	Rsch Proj Sem 25-E2 (Rsch 1/2)	Conflict Sem A 22-S2 (Rsch 1/2)	
2	Rsch 25, 26, R open	Rsch 1/2 (Conflict Sem B 22-S2)	
2)	Rsch 1/2 (Novel Sem B 25-E1)	Rsch 25, 26, R open	
War Background---Dred Scott---A/V		S1	
S. and other issues 1858-61			
il War Begins 1858-61		S2	
ar 24-S1	Rsch 1/2	Novel Sem 26-E1 Rsch and Conf.	Cr Wr Sem 25-E2 (Conflict Culumination Sem B 22-S2)
24-S1	Rsch Proj Sem 25-E2 Rsch & Conf.	Rsch 1/2	Conflict Culm Sem A 22-S2 (Novel Sem & R &C 26-E1)
G Civil War FS/R			S1
Early Civil War 25 (if to many 26)			E2, S2, E1, orS1
Civil War FS/R			S2
R-14			R-6

1/3 Hours

Stu Load

VLG/MG's	2
A2/3VLG	2
MG	2
Sem	5
Rsch	9
B2/3VLG	2
Mg 0A	2
Sem 5A 5B	
Rsch 11A	9B
C MG 2A	B
Sem 12A	10B
Rsch 4A	4B

Tch Load

4MG's/2-3MG

E1 BC MG	2
BSem	3
CSem 5	4
E2 AMG	1
Sem	3
BSem	3
CSem 7	18
S1 VLG	4
S1 2/3VLG	
AMG	1
Sem	7
Spvsn. 2	2
S2 VLG	4
BSem	4
CMG	2
Sem 10	14
Rsch 16	(4)

IV 4 Divergence to 1865 AMERICAN STUDIES

UNIT WEEK

OPTION A Narrative Civil War c B Interpretations C Conflict Theory

V L G Civil War FS/R		S1
2 or 3 MG Feedback		E2, S2, E1 and/or S1
V L G Civil War FS/R		E2
Biog Input & Orgn 24-S1	Rsch 1/2 (Novel Sem 22-E1)	Cr Wr Sem A (Cr. Wr. Sem B
Biog Sem A 24-S1 (Rsch 1/2)	Rsch Proj Sem 22-E2 (Rsch 1/2)	Cr. Wr. Sem A (Novel Sem 26-E
Rsch 1/2 (Biog Sem B 24-S1)	Interpretations Sem A 26-S2 (Rsch 1/2)	Rsch and Conf 27, 25, E1 and
Narrative Input 24-S1		
V L G Arts: Race and Ethnic Pride		A
Narrative Sem A 24-S1 (Rsch 1/2)	Rsch 1/2	Cr Wr 26-E2 (Rsch 1/2) 22, R open
Rsch 1/2 (or W, Th longer Sem & Rsch) (Narrative Sem B 24-S1)	(Interp Sem B & R & C 25-S2)	
V L G Arts: Race and Ethnic Conflict		A
Narrative Sem 24-S1 (Rsch 1/2)	Rsch Proj Sem 25-E2 (Novel Sem 26-E1)	Conflict Sem A
Rsch 1/2 (Narrative Sem B 24-S1)	Continue Sem or R & C	
V L G Orgn: re Units Va, V6, VI&VII		S2
In Class Review re Civil War 24-S1	Rsch Proj Sem 25-E2 (Novel Sem 26-E1)	Rsch
Narrative Culmination 24-S1	Rsch and Conf 25, 26, R open E1, E2	Rsch 1/2 (Conflict Sem B

R-10 R-11 R-12

AMERICAN STUDIES

ence to 1865		
ve Civil War c	B Interpretations	C Conflict Theory

L G Civil War FS/R		S1	
MG Feedback		E2, S2, E1 and/or S1	
Civil War FS/R		E2	
24-S1	Rsch 1/2 (Novel Sem 22-E1)	Cr Wr Sem A 25-E2 (Cr. Wr. Sem B 26-S2)	
24-S1	Rsch Proj Sem 22-E2 (Rsch 1/2)	Cr. Wr. Sem A 25-S2 (Novel Sem 26-E1)	
24-S1)			
24-S1	Interpretations Sem A 26-S2 (Rsch 1/2)	Rsch and Conf 27, 25, R open E1 and E2	
Arts: Race and Ethnic Pride		A	
24-S1	Rsch 1/2	Cr Wr 26-E2 (Rsch 1/2) 22, R open E1	
Th longer Sem ch) SemB 24-S1)	(Interp Sem B & R & C 25-S2)		
L G Arts: Race and Ethnic Conflict		A	
24-S1	Rsch Proj Sem 25-E2 (Novel Sem 26-E1)	Conflict Sem A 22-S2	
24-S1)	Continue Sem or R & C		
V L G Orgn: re Units Va, V&, VI&VII		S2	
24-S1 re Civil War	Rsch Proj Sem 25-E2 (Novel Sem 26-E1)	Rsch	
ination 24-S1	Rsch and Conf 25, 26, R open E1, E2	Rsch 1/2 (Conflict Sem B 22-S2)	

R-11 R-12

1/3 Hours Stu Load

VLG/MG -14
AMG 6
Sem 5
Rsch 5

BSem 9A 10B
Rsch7A 6B

CSem10A 6B
Rsch 6A 10B

Tch Load

2 or 3MG 2
E1 VLG 2
BSem 7
CSem 2
RC Spvsn. 7
20

E2 VLG 2
B Sem 7
C Sem 5
RC Spvsn 4
18

S1 AMG 6
Sem 10
18

S2 VLG 2
BSem 5
CSem 9
18

Arts 6
Rsch 16
(Σ 33)

AMERICAN STUDIES

UNIT IV WEEK 5 Divergence to 1865

OPTION A Narrative, Civil War B Interpretations C Conflict Theory

Composition Orgn 24-E2	Novel Sem 25-E1	Conflict Input 26 (Predict Cons equence CW Reconotr.)
M Rsch and Conf in Rm 24-S1	Rsch / Rsch	Cr. Wr. Sem (Conflict Sem B
R and C re Biog	Rsch Proj Sem 22-E2 / Novel Input 26-E1	Conflict /Se 25-S2

V L G Arts ---------- Victory A

Biog Sem A 24 -S1 (Rsch 1/2) Rsch 1/2 (Biog Sem B 24-S1)	Rsch 1/2 (Novel Sem 26-E1) Interpretations Sem A 26-S2 (Rsch 1/2)	Cr. Wr. Sem 25-E2 (Conflict Sem B Cr. Wr. Sem (Rsch 1/2)

V L G Arts ------ Defeat A

Biog--Best Selected 24-S1 / Biog Culmination 24-S1	Rsch 1/2 (Novel Sem 26-E1) Rsch Proj Sem 26-E2 (Interps Sem B 22-S2)	Cr Wr Sem 25 (Conflict Sem B 22- Cr Wr Sem 25-E (Rsch 1/2)

VLG 2 Civil War Interpretations Student Panel 24-25-S2

VLG 2 The Novel Student Panel 26-E1

VLG 2 Conflict Theory Student Panel 26-S2

VLG 2 Best of Creative Writing and Responses 24-2

VLG 2 Biography Student Panel 24-25-S1

VLG Best Research Projects 26

4MG's Teview Then Civil War Tests; Include evaluation responses to two of VLG's 2

R-4(2 in rm) R-8 R-3

ce to 1865 AMERICAN STUDIES

Civil War B Interpretations C Conflict Theory

24-E2	Novel Sem 25-E1		Conflict Input 26-S2 (Predict Consequence CW & Reconotr.)
4-S1	Rsch	Rsch	
			Cr. Wr. Sem 25-E2 (Conflict Sem B 26-S2)
	Rsch Proj Sem 22-E2	Novel Input 26-E1	Conflict Sem A 25-S2
	Arts ---------- Victory		A
	Rsch 1/2 (Novel Sem 26-E1)		Cr. Wr. Sem 25-E2 (Conflict Sem B 22-S2)
S1)	Interpretations Sem A 26-S2 (Rsch 1/2)		Cr. Wr. Sem 25-E2 (Rsch 1/2)
V L G	Arts ------ Defeat		A
24-S1	Rsch 1/2 (Novel Sem 26-E1)		Cr Wr Sem 25-E2 (Conflict Sem B 22-S2)
-S1	Rsch Proj Sem 26-E2 (Interps Sem B 22-S2)		Cr Wr Sem 25-E2 (Rsch 1/2)
erpretations Panel 5-S2		VLG 2	The Novel Student Panel 26-E1
ry 1 26-S2		VLG 2	Best of Creative Writing and Responses 24-25-E2
phy ent Panel	24-25-S1	VLG	Best Research Projects 26-E2
Then Civil War Tests; Include evaluation responses to two of VLG's 2			
	R-8		R-3

1/3 Hours Stu Load

VLG MG's 18

AMG 6
Sem 2
R&C 4
BMG 0A 2B
Sem 7A 5B
Rsch 5A 5B
CMG 2A 4B
Sem 10A 5B
Rsch 0A 3B

Tch Load

4MG's
E1 BCMG 2
BSem 5
VLG 3 15
2
E2 AMG 2
BSem 3
CSem 8
VLG
2 6 22
S1 AMG 3
Sem 3
Spvsn 2
VLG
2 3 14
S2 BSem 3
CMG 2
Sem 7
VLG
2 6 21
Arts 6
Rsch 12 (215

Student Options

Unit IV... Divergence to 1865
Approximately 5 weeks

	Options A	Option B	Option C
Theme or Approach	Narrative, esp Civil War; 3 wks	Interpretations Civil War; 2 wks	Conflict Theory Civil War 1 wk.
Teachers	S1, E2	S2, E1, E2	S2, E1, E2
Subject	Hist (S1); Biog (E2) Comp (E1); Arts	Hst. (S2); Rsch Proj (E2), Am Novel (E1); Arts	Hst. (S2); Cr Wr (E2); Am Novel (E1)
Time Budget	50 Hours	Rsch Pr. Novel	Novel Cr Wr
	LG 24 2/3	20 1/3 23	24 1/3 21 2/3
	Sem 15	14 1/3 15	13 20 1/3
	R&C 10 1/3	15 1/3 12	12 2/3 8
	50	50 50	50 50

Teacher Unit Load (1/3 hr; TP= 150 @ 30)

	S1	S2	E1	E2	A	R		
Week 1	17	20	19	17	2	17	(≤31)	92(106)
Week 2	22	17	8	20	6	20	(≤46)	93(116)
Week 3	22	24	14	18	0	16	(≤34)	94(112)
Week 4	18	18	20	18	6	16	(≤34)	96(114)
Week 5	14	21	13	22	6	12	(≤15)	88(91)
	93	100	74	95	20	81	(160)	63 (539)
								150

UNIT IV - DIVERGENCE TO 1865

UNIT CONTENT: Unit IV deals with elements that contributed to the disintegration, bring ab
along one line of cleaverage - Our Civil War. Student participation along w
writing assignments are involved in this unit.

OPTION A: Narrative

CONTENT: In a relatively orthodox approach, this option seeks understanding of the Ante-Bellum South and its way of life, grasp of the issues dividing North and South, elements of separate development, efforts at compromise, and a more thorough look at the Civil War. Basic skills in reading, composition and research are further developed. Seminar and panel techniques receive careful attention.

ACTIVITIES: Seminar, panel, research reading.

TEACHERS: E1, E2, S1

TIME BUDGET: L.G. 24 2/3
Sem. 15
R. 10 1/3

OPTION B: Interpretations

CONTENT: This option is more interpretive in dealing with the elements of Option A. In addition, student selected novels dealing with the Civil War. Causes and effects of this war, and diverse interpretations of them, are evaluated. Elements of the novel and of historical interpretation are emphasized.

ACTIVITIES: Research, Seminar, panel, reading

TEACHERS: E2, S2

TIME BUDGET: L.G. 20 1/3
Sem. 14 1/3
R. 15 1/3

OPTION C:

CONTENT: C
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ACTIVITIES:
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TEACHERS:

TIME BUDGET

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OPTION B: Interpretations

CONTENT: This option is more interpretive in dealing with the elements of Option A. In addition, student selected novels dealing with the Civil War. Causes and effects of this war, and diverse interpretations of them, are evaluated. Elements of the novel and of historical interpretation are emphasized.

ACTIVITIES: Research, Seminar, panel, reading

TEACHERS: E2, S2

TIME BUDGET: L.G. 20 1/3
Sem. 14 1/3
R. 15 1/3

OPTION C: Conflict Theory

CONTENT: Conflict theory is investigated, using many models, of which the Civil War is one. Creative expression, testing hypotheses, use of evidence, research skills, elements of the novel, and use of data retrieval and hypotheses - verification systems are highlighted. Concepts in conflict and in ethnic identification permeate the unit. The Civil War as a narrative gets briefer attention.

ACTIVITIES: Seminar, research, test hypotheses, data retrieval.

TEACHERS: E1, E2, S2

TIME BUDGET: L.G. 24 1/3
Sem. 13
R. 12 2/3

UNIT III - CONVERGENCE TO 1860

UNIT CONTENT: This unit developes themes concerning the growth of the United Sta
elements. Unit III has extensive student involvement with limited

OPTION A: Narrative

CONTENT: Is the most orthordox, using readings, oral and visual presentations, and research, it developes some major trends such as the Federalist Era, political parties, the "industrial revolution," Jacksonian Era, and the West. Literary interpretation highlights Cooper, Irving and the Transcendentalists. Biography and other research projects are fed into seminars on convergence.

ACTIVITIES: Seminar, research, reading and writing.

TEACHERS: E1, E2, S1

TIME BUDGET: L.G. 15
Sem. 6 2/3
R. 8 1/3

OPTION B: Expansion

CONTENT: Emphasizes national expansion as a unifying force. Turner's frontier thesis, the Lousiana Purchase, both as a geographic and presidential power increase, Mexican War, Oregon Country, economic and technological growth and American Literature exemplify this force.

ACTIVITIES: Seminar, Speech, Debate

TEACHERS: E1, E2, S1, S2

TIMEBUDGET: L.G. 14 2/3
Sem. 9
R. 6 1/3

1860

developes themes concerning the growth of the United States, interdependence, unifying
Unit III has extensive student involvement with limited reading and writing assignments.

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OPTION B: Expansion

CONTENT: Emphasizes national expansion as a unifying force. Turner's frontier thesis, the Lousiana Purchase, both as a geographic and presidential power increase, Mexican War, Oregon Country, economic and technological growth and American Literature exemplify this force.

ACTIVITIES: Seminar, Speech, Debate

TEACHERS: E1, E2, S1, S2

TIMEBUDGET: L.G. 14 2/3
Sem. 9
R. 6 1/3

OPTION C: Reform

CONTENT: Deals with reform as unifying (the next unit sees reform divisible). Federalism, political parties, demands and supports behaviors, Transcendtalism, attention to human needs, religion and cultural change, the uses of contervailing interest groups in an interlocking web of diversity are treated as convergent elements. Creative expression is emphasized, while techniques in research, seminar, reading and composition are reinforced.

ACTIVITIES: Seminar, research, creative expression, debate.

TEACHERS: E1, E2, S2

TIMEBUDGET: L.G. 9
Sem. 9
R. 12

UNIT II - THE CONSTITUTION

UNIT CONTENT: In Unit II the student deals with structure of the United States' Governme
This involves student participation with reading and writing assignments.

OPTION A: Constitution Package

CONTENT: Uses the structure of an individual learning package in six parts. It allows much choice of activity, diverse speeds, pre-tests and self-evaluation. Its emphases are on concepts and on powers of the branches. Literature, composition, discussion and debate on significant issues involve the student activity in the use of the constitution.

ACTIVITIES: Seminar, research, Creative Writing, Am. Short Story, Individual Learning Pkg.

TEACHERS: E2, S2

TIME BUDGET: L.G. 13 2/3 hrs.
Sem. 12 2/3 hrs.
R. 12 2/3 hrs.

OPTION B: Constitution Program

CONTENT: Centers on a programmed textbook, supplied by readings, audio-visuals and discussions. Attention is given to the development of basic language skills.

ACTIVITIES: Seminar, Research, Comp., Biography, Am. Short Story, Programmed text

TEACHERS: E1, S1

TIME BUDGET: L.G. 16 1/3 hrs.
Sem. 12 hrs.
R. 11 2/3 hrs.

OPTION

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kg.

2/3 hrs.
2/3 hrs.
2/3 hrs.

OPTION B: Constitution Program

CONTENT: Centers on a programmed textbook, supplied by readings, audio-visuals and discussions. Attention is given to the development of basic language skills.

ACTIVITIES: Seminar, Research, Comp., Biography, Am. Short Story, Programmed text

TEACHERS: E1, S1

TIME BUDGET: L.G. 16 1/3 hrs.
Sem. 12 hrs.
R. 11 2/3 hrs.

OPTION C: Political Themes

CONTENT: Developes the themes begun in Unit I Option A. The U.S. governmental system is evaluated in the light of these themes; there is briefer but intensive emphases on factual information about the Constitution. This option is more interpretive in approach, and offers the most range for individual research. A date retrieval structure guides the students in sharing and evaluating their findings. Semantics the role of communications media, and debating are emphasized as language elements.

ACTIVITIES: Pol. Sci. Themes, Cr.Wr. Seminar, Research

TEACHERS: E1, E2, S2

TIME BUDGET: L.G. 18 1/3 hrs.
Sem. 15 2/3 hrs.
R. 6 hrs.

II / 1 — U. S. Constitution — AMERICAN STUDIES

UNIT / WEEK

OPTION A Indiv. Learning Pkg. Const. B Prog. Text Const. C Pol. Sci. Themes, Const.

M	VLG	Constitution, Introduction - A/V	
	Const. ILP Pre-test Orgn. re Pkg. Begin R & C 24-S2	Const. BRL Program Orgn. 25-S1 In Room Rsch & Conf.	Creative Writing Input Cr. Wr. Sem A (Cr. Wr. Sem B
	Creative Writing Sem A 24-E2 (Rsch 1/2)	Const Prog. Sem A_1 1/4 25-S1 (Rsch 3/4 in rm) (Const Prog. Sem A_2 1/4 25-S1 (Rsch 3/4 in rm)	Pol. Sci. Themes Input
	Rsch 1/2 (Cr Wr Sem B 24-E2)	(Const Prog Sem B_1 1/4 25-S1 (Rsch 3/4 in rm)	Speech Intro & Orgn
	Rsch & Conf.	(Const Prog Sem B_2 1/4 25-S1 (Rsch 3/4 in rm)	Speech Sem A (Pol Sci Sem B
	Rsch	Const Prog Sem A 25-S1 (Rsch 1/2) Rsch 1/2 (Const Prog Sem B 25-S1)	Pol. Sci Sem A (Speech Sem B
W	VLG	American Short Story, Intro.	
	ILP Sem A 22-S2 (Cr Wr Sem B 24-E2)	Const Prog Input 25-S1	Speech Sem A (Rsch 1/2)
T H	Cr. Wr. Sem A 22-E2 (ILP Sem B 24-S2)	Rsch & Conf.	Rsch 1/2 (Speech Sem B
	Rsch	Composition Orgn. 25-E1	Pol Sci Input
F	VLG	Constitution Input, re Pol. Sci. Themes	
	Rsch	Rsch & Conf in Room 25-S1	Cr. Wr. Sem A (Speech Sem B

R - 14 R - 5 (+ 11 in rm) R - 4

. S. Constitution AMERICAN STUDIES

v. Learning Pkg. Const B Prog. Text Const. C Pol. Sci. Themes, Const.

Constitution, Introduction - A/V				S2
	Const. BRL Program Orgn. In Room Rsch & Conf.	25-S1	Creative Writing Input	26-E2
24-S2			Cr. Wr. Sem A	26-E1
			(Cr. Wr. Sem B	22-E2)
Sem A 24-E2	Const Prog. Sem A_1 1/4 (Rsch 3/4 in rm)	25-S1	Pol. Sci. Themes Input	26-S2
	(Const Prog. Sem A_2 1/4 (Rsch 3/4 in rm)	25-S1)		
24-E2)	(Const Prog Sem B_1 1/4 (Rsch 3/4 in rm)	25-S1)	Speech Intro & Orgn	26-E1
	(Const Prog Sem B_2 1/4 (Rsch 3/4 in rm)	25-S1)	Speech Sem A	26-E1
			(Pol Sci Sem B	22-S2)
	Const Prog Sem A (Rsch 1/2)	25-S1	Pol. Sci Sem A	22-S2
	Rsch 1/2 (Const Prog Sem B	25-S1)	(Speech Sem B	26-E1)
American Short Story, Intro.				E2
22-S2 24-E2)	Const Prog Input	25-S1	Speech Sem A (Rsch 1/2)	26-E1
22-E2 24-S2)	Rsch & Conf.		Rsch 1/2 (Speech Sem B	26-E1)
	Composition Orgn.	25-E1	Pol Sci Input	26-S2
Constitution Input, re Pol. Sci. Themes				S2
	Rsch & Conf in Room	25-S1	Cr. Wr. Sem A	22-E2
			(Speech Sem B	26-E1)

R - 5 (+ 11 in rm) R - 4

1/3 Hour Stu Load

VLG		
Opt A	MG	4
	Sem	
	Rsch	1
B	MG	6
	Sem	3
	Rsch	1
C	MG	6
	Sem	12
	Rsch	

Tch Load

E1	B MG	2	
	C MG	2	
	Sem	14	18
E2	VLG	3	
	A Sem	8	
	C MG	2	
	Sem	4	17
S1	B MG	4	
	Sem	9	
	R & C	5	18
S2	VLG	5	
	A MG	4	
	Sem	4	
	C MG	4	
	Sem	5	22
Rsch		18(	34)

UNIT I - PROLOGUE TO AMERICAN STUDIES

UNIT CONTENT: Unit I déals with the atmosphere in America concerning the proper role of th
to the writing of the Constitution, and with the values of Americans during
It involves student participation and limited reading and writing assignment

OPTION A: Political Themes

CONTENT: Exploration of questions whose answers help to determine what governmental system a society will choose:
How do demands and supports create decisions that affect society?
What are: man, society, government, state, reality, idea, morality, law?
How do independence and interdependence function together?

Range of sources is from Plato's time to our own.

ACTIVITIES: Seminar/participation, composition, short story comprehension, arts.

TEACHERS: S2, E1

TIME BUDGET:

Intro.	4 2/3 hrs.
L.G.	7 1/3 hrs.
Sem.	5 1/3 hrs.
R & C	3 1/3 hrs.

OPTION B: Early America

CONTENT: Questions similar to Option A. Sources restricted to the colonial experience and our own time. Emphasis on values such as the Puritan ethic, effects of the frontier, concepts like freedom and conformity and dissent.

ACTIVITIES: Research projects, speech, study of biography, arts.

TEACHERS: S1, E1

TIME BUDGET:

Intro.	4 2/3 hrs.
L.G.	8 hrs.
Sem.	4 hrs.
R & C	3 1/3 hrs.

OPTION C:

CONTENT: L
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ACTIVITIES:
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TEACHERS:

TIME BUDGET

MERICAN STUDIES

I déals with the atmosphere in America concerning the proper role of the government, prior e writing of the Constitution, and with the values of Americans during this period. volves student participation and limited reading and writing assignments.

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4 2/3 hrs.
7 1/3 hrs.
6 1/3 hrs.
3 1/3 hrs.

OPTION B: Early America

CONTENT: Questions similar to Option A. Sources restricted to the colonial experience and our own time. Emphasis on values such as the Puritan ethic, effects of the frontier, concepts like freedom and conformity and dissent.

ACTIVITIES: Research projects, speech, study of biography, arts.

TEACHERS: S1, E1

TIME BUDGET:

Intro.	4 2/3 hrs.
L.G.	8 hrs.
Sem.	4 hrs.
R & C	3 1/3 hrs.

OPTION C: Change

CONTENT: Looks into change elements, The time period is open. Concepts include forces for conformity. forces for change, the "true believer" and the alienated, emotion and reason, change agents and resistance to change, inevitable and optional change.

ACTIVITIES: Branstorming, generalization, seminars, creative writing, arts.

TEACHERS: S2, E2

TIME BUDGET:

Intro.	4 2/3 hrs.
L.G.	8 1/3 hrs.
Sem.	3 2/3 hrs.
R & C	3 1/3 hrs.

E Unit 1 Week

Prelude to American Studies
AMERICAN STUDIES

Option A Pol. Sci Themes B Early America C Change

M	4 MG's	Roll and Preliminary Organization Brief Intro. to Program	24 S1	25 E1	26 E2	22 S2
	VLG	Intro. A to American Studies	E1 & E2 (All VLG's in 24-25)			
	4 MG's	Seminar-type discussions re Intro A (with TA, ST or Sept Exp.,more than 4 MG's - may use SSRC, Patio, Library,Con.Rm,et				
T	VLG	Intro B to Amer. St.	S1 & S2			
	4MG's or more	Seminar -type discussions re Intro B				
	4MG's or more	Organ. for Unit I - Select options				
W	Pol. Sci Themes 24-S2 Intro. & Organ.		Rsch. Proj. 25-E1 Intro. & Organ.		Creative Writing 26-E2 Intro. & Organ.	
	Short Story 24-E1 Intro.& Organ.		Early American Intro. 25-S1 Reading Rsch.-Early America & Conference in room. 25-S1		Anatomy of Revolution 2 Intro. & Organ.	
	Pol. Sci Themes 22-S2 (Sh St Sem B 24-E1)				Creative Writing Input 2	
Th	Sh. St. Sem A 24-E1 (Pol Sci Sem B 22-S2)		Biography Intro & Organ 25-S1		Cr.Wr. Sem A 2 (Rsch ½)	
	Composition Intro. & Organ. 24-E1		Early Am. Sem A 25-S1 (Rsch. ½)		Anatomy of Rev. Input 2	
	Rsch ½ (Comp. Sem B 24-E1)		Rsch ½ (Early Am. Sem B 25-S1)		Rsch ½ (Cr. Wr. Sem B 2	
F	V L G Arts re Early America Graphic &/or Music A					
	Comp Sem A 24-E1 (Rsch ½)		Bio Sem A 25-S1 (Rsch ½)		Anat of Rev. Sem A 2 (Cr Wr Sem B 2	
	Comp Assgn in staple 24-S1		Rsch (Bio Sem B 25-S1)		Cr. Wr. Sem A 2 (Anat of Rev. Sem B 2	

Prelude to American Studies
AMERICAN STUDIES

i Themes B Early America C Change

aad Preliminary Organization Intro. to Program	24 s1	25 E1	26 E2	22 S2	
. A to American Studies	E1 & E2 (All VLG's in 24-25)				
ar-type discussions re Intro A TA, ST or Sept Exp.,more than 4 MG's - may use SSRC, Patio, Library,Con.Rm,etc.					
B to Amer. St.	S1 & S2				
ar -type discussions re Intro B					
. for Unit I - Select options					
24-52 .	Rsch. Proj. 25-E1 Intro. & Organ.		Creative Writing 26-E2 Intro. & Organ.		
24-E1	Early American Intro. 25-S1 Reading Rsch.-Early America & Conference in room.		Anatomy of Revolution 26-S2 Intro. & Organ.		
22-52 24-E1)	25-S1		Creative Writing Input 26-E2		
24-E1 22-S2)	Biography Intro & Organ 25-S1		Cr.Wr. Sem A 26-E2 (Rsch ½)		
24-E1	Early Am. Sem A 25-S1 (Rsch. ½)		Anatomy of Rev. Input 26-S2		
24-E1)	Rsch ½ (Early Am. Sem B 25-S1)		Rsch ½ (Cr. Wr. Sem B 26-E2)		
L G Arts re Early America		Graphic &/or	Music A		
24-E1	Bio Sem A 25-S1 (Rsch ½)		Anat of Rev. Sem A 26-S2 (Cr.Wr. Sem B 22-S2		
Staple 24-S1	Rsch (Bio Sem B 25-S1)		Cr. Wr. Sem A 26-S2 (Anat of Rev. Sem B 22-S2		

1/3 hours

Stu Load
VLG 7
4MG's 8
Opt. A.MG 7
Sem6
Rsch 2
B.MG 8
Sem3
Rsch 4
C.MG 8
Sem3
Rsch 4

Tchr Load
4 MG's 8-each
VLG 1-ea
E1 MG 5
sem 8
B MG 2
22-C MG 4
sem 7 20
S1-B MG 6
sem 7
S2-A MG 2
sem 4
C MG 4
sem 3
Arts 3
Rsch Areas
(E15)

Estimated American Studies Time Schedule

English Approaches
(sometimes a SS teacher--eg, some biog, rsch)
(by genre; to be revised and integrated)

Unit	General Content	Option A	Option B	Option C	Est. Wks.
I	Prologue to Am Studies	Am Sh Story, Composition	Rsch Proj, Biog, Speech	Creative Writing	2
II	Constitution	Am Sh Story, Creative Wr	Am Sh Story, Comp, Biog	Creative Wr, Speech, Am Sh Story	4
III	Convergence to 1860	Rsch Proj, Biography	Speech 1/2, Cr Wr 1/2, Short Story	Am Novel 1/2, Cr Wr 1/2, Biog 1/2	3
IV	Divergence to 1865	Biography, Composition	Rsch Proj, Am Novel	Cr Wr, Am Novel	5
V	A. Domestic 1865-1915	Cr Wr, Speech	Sh St, Biog, Rsch Proj	Rsch Proj, Cr Wr, Biog	3
					17 1st Sem
	B. Domestic 1865-1915	Cr Wr, Speech, Biography	Am Novel	Sh St, Biog, Cr Wr	2
VI, VII	Foreign Relations 1865-1930	Comp, Sh St, Poetry	Speech, Rsch Proj 1/2, Biography 1/2	Speech, Rsch Proj	2
VIII	The 1930's	Biog, Sh St, Composition	Speech 1/2, Rsch Proj, Biog, Composition 1/2	Biog, Rsch Proj 1/2, Am Novel 1/2, Cr Wr	4, 6, 8
IX	World War II	Am Novel, Cr Wr, Biog	Sh St, Biog, Cr Wr	Rsch Proj, Composition	4,2,2
X	1945 to Present				
	A. Foreign Relat.	Contemp Fict, Composition	Composition		2, 2, 0
	B. Domestic	Biog, Mass Media	Comp, Rsch Proj	Cr Wr or Contemp Fict	2
					16 2nd Sem

Estimated American Studies Time Schedule Social Studies Approaches

Unit	General Content	Option A	Option B	Option C	Est. Wks.
I	Prologue to Am Studies	Themes	Colonial Experience	Change	2
II	Constitution/Am Lit, Lang Skills, Composition	Const ILP / Am Lit	Const Prog & Text / Lang Skills	Const/PS Themes / Composition	4
III	Convergence to 1860	Narrative	Expansion	Reform	3
IV	Divergence to 1865 (incl 3 wks Civil War)	Narrative	N/S Interp	Conflict Theory	5
V	A. Domestic 1865-1915	Reconstruction	Indust Growth	Labor	3
					17 1st Sem
	B. Domestic 1865-1915	The West	Progressivism	Immigration	2
VI, VII	Foreign Relations 1865-1930	World War I	US in Latin Am & Pacific	For Rel Issues	2
VIII	The 1930's	Depressions & Persons New Deal	Depression & Persons New Deal Selected Projs	Causes & Effects New Deal Sel Projs, Eval & Interp.	4, 6, 8
IX	World War II	WW II (4 wks)	WW II (2 wks)	WW II (2 wks)	4, 2, 2
X	1945 to Present				
	A. Foreign Relat.	For Rel (2 wks)	For Rel (2wks)		2, 2, 0
	B. Domestic	Overview	Econ Growth	Social Change	2
					16 2nd Sem

American Studies
Crater High School

Selected Resources

A selected listing of printed, audio-visual and duplicated resources is available with each unit. As the listing amounts to more than twenty pages, it is not included in this booklet but is available on request. Each option within each unit has a list as well, and there are library book cart lists.

Most frequently used resources include:

I. Printed

A. Textbooks, general - 30 or more copies

1. Todd, Lewis P. and Merle Curti *Rise of the American Nation*
(N.Y.: Harcourt, Brace and World 1961 and later)
2. Shafer, Boyd C. et al *United States History for High Schools*
(River Forest, Ill: Laidlaw Brothers 1966)
3. Shafer, Boyd C. et al *A High School History of Modern America*
(River Forest, Ill: Laidlaw Brothers 1967)
4. Bragdon, Henry W. and Samuel McCutchen *History of a Free People*
(N.Y.: MacMillan 1967)
5. McClenaghn, William A. *Magruder's American Government*
(Boston: Allyn and Bacon 1960 and later)
6. Ludlum, Robert P. et al *American Government*
(Boston: Houghton Mifflin 1967)
7. Assorted - approximately eighty copies of other history and government textbooks, 1 to 5 of each

B. Single - topic or single - theme, 20 or more; *11 to 19 copies; **5 to 10 copies

1. Broderick, Francis *The Origins of the Constitution*
(N.Y.: MacMillan 1964)
2. Plato *The Republic*: e.g., contained in Kaplan, J. D., ed., *Dialogues of Plato*
(N.Y.: Washington Square Press 1950)
*3. Hofstadter, Richard *The American Political Tradition*
(N.Y.: Alfred A. Knopf 1948)
4. Van Doren, Carl *The Great Rehearsal*
(N.Y.: Viking 1948)

5. Pleasants, Samuel III — The Declaration of Independence
(Columbus, Ohio: Charles E. Merrill Books, Inc. 1966)

6. Pleasants, Samuel III — The Bill of Rights
(Columbus, Ohio: Charles E. Merrill Books, Inc. 1966)

7. Kownslar, Allan and Donald Frizzle — Discovering American History - unity booklets
(N.Y.: Holt, Rinehart and Winston 1967)

IV The Nation Grows and Changes 1800-1854
VII The Last West and Industrialism 1860-1920
IX Facing A New Era 1945--

8. McCloskey, Paul N. Jr. — The U. S. Constitution (programmed text)
(Palo Alto, California: Behavioral Research Laboratories 1964)

*9. Miller, John — The Federalist Era
(N.Y.: Harper and Row 1960)

10. Parker, William — Commerce, Cotton and Westward Expansion
(Chicago: Scott-Foresman 1964)

11. Brown, Richard H. — The Hero and the People
(N.Y.: MacMillan 1964)

12. Sperling, John — Great Depressions
(Glenview, Ill: Scott-Foresman 1966)

13. Rattner, Faye — Reform in America
(Glenview, Ill: Scott-Foresman 1964)

*14. Eames, E. Ashley and Nancy S. Martin — Case Studies in American History
(Cambridge, Mass.: Educators Publishing Service 1964)

15. Cramer, Kenyon — The Causes of War
(Chicago: Scott-Foresman 1965)

16. Coser, Lewis — The Functions of Social Conflict
(Glencoe: Free Press of Glencoe 1956)

17. Crane, Stephen — The Red Badge of Courage
(N.Y.: Bantam 1964) orig. 1895

*18. Woodward, C. Vance — The Strange Career of Jim Crow
(London: Osford U. Press 1966)

19. May, Ernest R. — From Imperialism to Isolationism
(N.Y.: MacMillan 1964)

20. Davis, Lance — The Growth of Industrial Enterprise
(Chicago: Scott-Foresman 1964)

21. James, Leonard — American Foreign Policy
(Glenview, Ill.: Scott-Foresman 1967)

22. Ganley, Albert C. The Progressive Movement
(N.Y.: MacMillan 1964)
23. Davies, Wallace The New Deal
(N.Y.: MacMillan 1964)
24. Merrill, E. H. and Jan Halsey Responses to Economic Callapse
(Boston: D. C. Heath 1964)
25. Smolensky, Eugene Adjustments to Depression and War 1930-1945
(Chicago: Scott-Foresman 1964)
26. Steinbeck, John Grapes of Wrath
(N.Y.: Viking Press 1939)
27. Warren, Robert Penn All the King's Men
(N.Y.: Harcourt, Brace and World 1940)
28. Wansmaker, Temple American Foreign Policy Today
(N.Y.: Bantam Books 1964)
*29. Hartmann, Susan The Marshall Plan
(Columbus, Ohio: Charles E. Merrill Books, Inc. 1968)
**30. North Central Ass'n produced booklets in foreign affairs - Laidlaw Brothers, publishers
sets of 10, except where copies are lost
Western Europe; Africa; Soviet Union; Latin America; China; Middle East; Souteast Asia;
United Nations; U. S. and World Affairs.
**31. Schlesinger, Arthur, Jr. The Politics of Upheaval
(Boston: Houghton-Mifflin 1960)
32. Winks, Robin W. The Cold War
(N.Y.: MacMillan 1964)
33. Oregon State Bar Liberty and the Law case studies booklets
(Portland, Oregon: Bede-Nibbitt 1966)

1. Right to Counsel
2. Privilege Against Self-Incrimination
3. Searches and Seizures
4. Freedom of Expression
5. Free Press-Fair Trial
6. Flag Salute
7. Church, State and Education
8. Citizenship
9. Civil Liberty and Military Necessity
10. Segregation in Public Schools

34. Hertzberg, Sidney and Hazel The U. N. in the Age of Change
(N.Y.: U.N.-U.S.A. 1967)
35. editors U. N. Handbook
(Columbus, Ohio: Charles E. Merrill Books, Inc. 1967)
**36. I.P.L. study booklets
Sino-Soviet Rift; Human Rights; European Integration and Atlantic Partnership;
A Choice for Progress.

*37. Lewis, Sinclair Main Street
(N.Y.: Harcourt, Brace & World 1920) (Signet-1961-New American Library)
38. Berkley, James et al, ed. Patterns of Literature
(N.Y.: L. W. Singer 1969)
39. Barrows, Marjorie W., et al, ed. The American Experience: Drama
(N.Y.: Macmillan 1968)
40. Barrows, Marjorie W., et al, ed. The American Experience: Fiction
(N.Y.: MacMillan 1968)
41. Pooley, Robert C. et al, ed. Accent: U.S.A.
(Glenview, Ill.: Scott-Foresman 1965)
42. Angus, Douglas and Sylvia, ed. Contemporary American Short Stories
(N.Y.: Fawcett 1967)
43. Six Great Modern Short Novels
(N.Y.: Dell 1954)
44. Fuller, Edmund and Olga Achtenhagen Four American Novels
(N.Y.: Harcourt, Brace and Co. 1959)
45. Speare, M. Edmund, ed. Pocket Book of Short Stories
(N.Y.: Washington Square Press 1941)
46. Moffett, James and McElheny Points of View
(N.Y.: New America Library 1966)
47. Mark Twain The Adventures of Huckleberry Finn
(N.Y.: Bantam Books 1965)
*48. Lewis, Sinclair Arrowsmith
(N.Y.: New American Library 1961) orig. 1924
*49. Hersey, John A Bell for Adano
(N.Y.: Bantam Books 1948)
50. Miller, Arthur The Crucible
(N.Y.: Bantam Books 1959 ff)
51. Hemingway, Ernest A Farewell to Arms
(N.Y.: Charles Scribner's Sons 1929, 1957)
*52. McCullers, Carson The Heart Is a Lonely Hunter
(N.Y.: Bantam Books 1940)
53. Melville, Herman Moby Dick
(N.Y.: Washington Square Press 1949)
54. Clark, Walter Van Tilburg The Ox-Bow Incident
(N.Y.: The New American Library 1940, 1960)
*55. Hawthorne, Nathaniel The Scarlet Letter
(N.Y.: Washington Square Press 1955)
56. Masters, Edgar Lee Spoon River Anthology
(N.Y.: Collier 1962) orig. 1914-15
*57. Hemingway, Ernest The Sun Also Rises
(N.Y.: Charles Scribner's Sons 1926, 1954)

*58. Wilder, Thorton Three Plays
(N.Y.: Bantam 1957)
59. Lee, Harper To Kill A Mockingbird
(N.Y.: Popular Library 1960)
60. Borland, Hal When the Legends Die
(N.Y.: Bantam Baooks 1963)
61. Anderson, Sherwood Winesberg, Ohio
(N.Y.: Viking Press 1960) orig. 1919
62. Peterson, Houston, ed. Great Essays
(N.Y.: Washington Square Press 1954)
63. Packard, Vance The Status Seekers
(N.Y.: Pocket Boods 1959)
64. David, Joy, ed. Growing Up Black
(N.Y.: Pocket Books 1969)
65. Eastman, Richard M. A Guide to the Novel
(San Francisco: Chandler 1965)
66. Stegner, Wallace et al The Effective Theme
(N.Y.: Holt, Rinehart and Winston 1967)
67. Schneider, John L. Reasoning and Argument
(N.Y.: Holt, Rinehart and Winston 1967)
68. Haider, Norman L. Rhetoric of Sentences
(N.Y.: Holt, Rinehart and Winston 1968)
69. Cassill, R. V. Writing Fiction
(N.Y.: Pocket Books 1962)
70. Brittin, Norman A. Writing Description and Narration
(N.Y.: Holt, Rinehart and Winston 1969)
71. Brown, Don et al Writing: Unit Lessons in Composition
(Boston: Ginn 1964)
72. Lewis, Sinclair Babbitt
(N.Y.: New American Library 1961) orig. 1922
**73. Griffin, John Howard Black Like Me
(N.Y.: New American Library 1960)
74. Maline, Julian L. and James Berkley, ed. Modern Drama, Poetry and Essays (Lit. of Am. Vol I
(N.Y.: L. W. Singer 1967)
75. Altick, Richard Diction and Style in Writing
(N.Y.: Holt, Rinehart and Winston 1967)
76. Moore, Robert H. The Research Paper
(N.Y.: Holt, Rinehart and Winston 1967)

77. Steinbeck, John The Pearl
(N.Y.: Bantam Books 1945)
78. Hemingway, Ernest The Old Man and the Sea
(N.Y.: Charles Scribner's Sons 1952)

C. Periodicals, Current and Past Issues

1. Newsweek 6 subscriptions
2. U.S. News and World Report 6 subscriptions
3. Time 6 subscriptions
4. New Republic 6 subscriptions
5. Journal of American History
6. Annals of Am. Academy of Political and Social Science
7. American History Illustrated
8. Phi Delta Kappan (chmn's personal, filed here)
9. Social Education (N.C.S.S.) (chmn's personal, filed here)
10. The Social Studies
11. Current History 6 subscriptions
12. Congressional Digest 6 subscriptions
13. Psychology Today
14. National Geographic
15. Harper's
16. Atlas
17. Transaction
18. Headline
19. War and Peace Report
20. The Center Magazine
21. Today's Education
22. Oregon Education
23. Great Decisions - more than 50 copies each year, 2 to 10 filed
24. Deadline Data on World Affairs (eight-drawer file)
25. Department of State Bulletin
26. Africa Report
27. Atlantic Community Quarterly
28. New York Times Filmstrip-Record of the Month

II. Audio-Visual

A. Jackson County I.M.C. - films, records, filmstrips, slides, transparencies, tapes, pictures, kits. Their 1968 catalog took 535 pages, single spaced 2 columned to list and briefly describe inventory.

B. Social Studies and English Resource Centers; Crater High School

American History 400 slide program and projector
World History 400 slide program and projector
Selected records - e.g., Ashly Montagu - several; I Can Hear It Now; Folk Songs of America; U.S. Court Cases; John F. Kennedy Memorial; several types of music records.
Filmstrips and Filmstrip-Records: selected topics
Film logs set and projector
Transparencies - almost all produced locally - most units in American Studies
Tapes, audio - a few, selected topics
Simulation - I Inter-Nation